

<b>Inferring</b>	TIME for Kids April 2005 “Ladybugs Grow Up” poster
<b>Objectives:</b>	<p>We want students to:</p> <ul style="list-style-type: none"> <li>• Combine background knowledge with clues from the words and photos to make meaning</li> <li>• Begin to use the phrases “I think,” I infer, “ and I visualize”</li> <li>• Infer and visualize with narrative nonfiction</li> </ul>
<b>Materials Needed:</b>	<p>“Ladybugs Grow Up” poster  Antartica by Helen Cowcher  Nonfiction books in baskets for small group instruction for each student to review  Sticky notes &amp; pencils for students  Chart Paper and marker  paper bag with pictures and words</p>

Time	Activity
15 min.	<p><b>Opening of the Day and Independent Reading -</b>  As students enter, they will begin with 10 minutes of independent reading time. Opening - students sitting in a circle up close. Use this time to review the schedule for the day and build engagement and motivation.</p>
20 min (total)	<p><b>Read Aloud/Shared Reading (whole group)</b>  (explicit instruction) - This is where teachers connect and engage students' interest and activate and build their background knowledge, finding out what they know. Teachers use this time to think aloud, modeling and demonstrating the "inside" story of reading mentor texts. Students enter in by turning and talking and "holding" their thinking on stikki notes.</p>
10 min	<p><b>Connect &amp; Engage:</b>  <i>Let's take a look at this incredible photograph of ladybugs on the cover. (show the front of TIME for Kids “Ladybugs Grow Up” poster.) Listen to the title of the article: “Ladybugs Grow Up.” When I think about the title and the photo, I infer from the words “grow up” that the article is going to be about how ladybugs develop from eggs into adult insects. I know they start their life as eggs, and we see some of these eggs up in the corner (point to the eggs in the picture). I use my background knowledge to understand clues, such as the eggs in the photograph and the words “Bugs in Eggs.”</i></p> <p><i>Ok now, look carefully at this photograph, then turn and talk about something you infer or think about it. You might start your thought with “I infer” or I think.”</i></p> <p style="text-align: center;">--Time for a few students to share out--</p> <p><i>This is such great thinking. Some of you used the phrase “ I think” or I infer” when you inferred from the photograph. When you say these phrases, you</i></p>

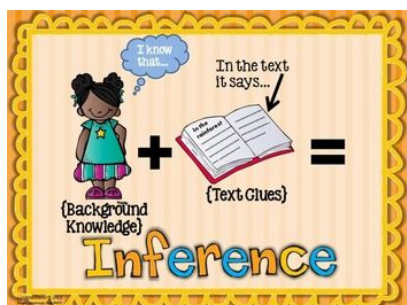
are using your background knowledge and thinking about the pictures and text to make meaning. Maybe the words and pictures don't tell you all you need to know, so you have to add your own thinking.

Now I'm going to draw a picture so that we'll remember what to do when we infer. We'll call it the inference sentence.

*Draw a visual and explain as you draw:*

Picture of an open book with the words: pictures and words written at the top and text clues written underneath

picture of book + picture of head with a brain = an inference  
(another option)



5 min.

We have clues from the text – that's my picture of a book that has pictures and words on the page. And we combine text clues with our background knowledge – I am showing our background knowledge by drawing a picture of a person with a brain!

### **Model:**

I am going to read the words, images and features in our poster. Watch how I use the phrases "I think" and "I infer" to combine what I know with clues from the photographs, features, and text. That's what thoughtful readers do!

Point to the words and say: "A Ladybug's Life" that's the title. (continue reading)

The life cycle of a ladybug begins in the spring. A ladybug passes through three stages. Then it becomes an adult beetle.

I am inferring that these are photographs of the three stages the ladybug goes through as it grows up. The photos are in order: the ladybug is first an egg, right here in Picture 1. Then we see a larva in Picture 2, which shows what the next stage of the life cycle looks like. And then the ladybug becomes a pupa, right here in Picture 3. The ladybug grows and develops into an adult ladybug, which you see in Picture 4. The numbers 1, 2, 3 and 4 show a sequence. A sequence is when we put things in order - first, second, third and so on. The photos tell me what the ladybug looks like during each stage in its life cycle. I think the captions next to each photo probably describe what happens at each stage.

5 min.	<p><b>Guide:</b>  <i>Now it's your turn. Remember our inference sentence. We add what we already know in our brains with the words that we see on the page. Take a look at the features of the poster and then turn and talk to someone about what you infer. Remember to use the words: I infer, I think or I visualize.</i></p> <p>Share out responses with the large group.</p>
Time (20 min. /group) 60 min total.	<p><b>Fluency</b> Often students move into pairs (fluency partners) or small groups to deepen and apply their learning.</p> <p><b>Independent Reading</b> Students will engage in independent reading, making connections to the text, jotting down interesting words and adding to their journal.</p> <p><b>Small Group Instruction – mini-lesson</b></p> <hr/> <p><b>Small Group Instruction -</b>  <i>Boys and girls I found this book called Antarctica by Helen Cowcher. As I look at the cover of the book, I am thinking about what I see. First, I see penguins snow and ice. I can see that Antarctica is a very cold and snowy place. I am already making an inference: I infer that by reading this book, I am going to learn about penguins and the continent of Antarctica. (Turn to the first page and begin reading.)</i></p> <p><b>In the cold far south, in Antarctica, live emperor penguins, Weddell seals, and Adelie penguins.</b></p> <p><i>My inference was right! I have already learned that there are 2 kinds of penguins that live in Antarctica. There are emperor penguins and Adelie penguin. I also know now that Antarctica is far away to the south. Now it is your turn to choose a nonfiction book from this basket, look at the front cover and make an inference like I did. (you may also use the 6 book set of Antarctica that has been checked out to Summer Reading) Ready, I am going to spread out the books on the carpet and I want you to find one that looks interesting to you.</i></p>
5 min.	
10 min.	<p><i>When you have made an inference I want you to write it on a sticky note.</i></p>
5 min.	<p>Students look at the cover of a nonfiction book and make an inference based on what the text (Title) says and what they know in their brain that the book will be about. Write the inference on a sticky note. Students will then continue to look through their selected text to make additional inferences based on photos and/or the text and write their inference on a sticky note.</p> <p>Share the learning - Kids gather in a circle, putting their books and sticky notes on the floor in front of them. They call on each other, asking, Would you like to share?</p>

15 min.	<b>Recess/Snack Break</b>
(15 min /group) 30 min total	<p><b>Group 1: Take Home Selection (split groups - 15 minutes each)</b> Two members of the team will assist students in the selection of 'just right' books to take home for the week.</p> <p><b>Group 2: Modeled/Shared/Interactive Writing</b> (Connected to the Morning Read Aloud Book) - Teachers will use this time to teach a very short mini-lesson, which students will often apply in responding to their reading.</p>
10 min.	<p><i>Now that we have done lessons on inferring and visualizing when we read and view, let's take a look back at what we have learned.</i></p> <p>Write on Chart Paper – What We Learned about Inferring and Visualizing</p> <p><i>I'll begin by sharing something important that I do when I infer and visualize, and I will record it on the chart. When I read, listen, or view, I think about what I already know and add it with the clues from the text to make meaning. While I am writing this down on the chart, turn and talk to a partner about something you have learned about inferring and visualizing.</i></p> <p><i>Let's share some thoughts as a group and I will write down your comments. Great Work! You have learned a lot about inferring and visualizing today.</i></p>
5 min	<p><i>I am handing out bookmarks to each of you. I want you to write the words: <b>I infer</b> on the bookmark. This week as you read your take home books I want you to think about what you learned and share what you infer with someone at home.</i></p>
5-10 min	<p><b>Sharing/Closing -</b> Use this time to reflect on the day. This is a good time to suggest ways students can share their learning at home, to read a short poem or interesting text, hear student book talks and to share their own literacy by talking about what they are planning to read at home.</p>



---

---

---

---

---

---

# THINGS

Went to the corner

Walked in the store

Bought me some candy

Ain't got it no more

Ain't got it no more

Went to the beach

Played on the shore

Built me a sandhouse

Ain't got it no more

Ain't got it no more

Went to the kitchen  
Lay down on the floor  
Made me a poem  
Still got it  
Still got it

